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ABSTRACT

This document contains Modules 3, 4, and 5 of a series of self-instructional learning modules designed to familiarize users with Oregon minimum standards for public schools. All three modules focus on how to select and write educational goals as specified by the 1976 Oregon minimum standards for public schools, with Module 3 focusing on district goals, Module 4 focusing on program goals, and Module 5 focusing on course goals. Each module begins with a performance indicator that indicates the important information and competencies to be taught in the module. A study guide is then provided to structure the use of the module and explain the reasons for completing each part. The main body of each module defines one of the three kinds of goals, gives examples of acceptable goals, and explains criteria for judging acceptable goals at each level. Learning activities are designed to help users differentiate between acceptable and unacceptable goals. A final exam in each module attempts to verify that desired learning module outcomes have been met. (JM)

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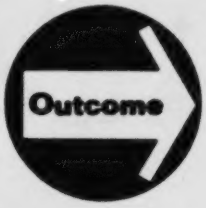

GOAL: Readers will know how to select and write district level goals.

PERFORMANCE INDICATOR: Upon completion of this learning module, you will be able to:

1. given a list of statements, identify those which meet the criteria as district goals, and for those that are not acceptable, explain why.

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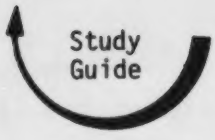

What?	Why?
1. Read "Goal Setting: An Overview," pages 3-7 in this module.	1. For an overview on goal setting.
2. Read "Writing District Goals" in this module.	2. To become familiar with writing and identifying district goals.
3. Complete "District Goals" learning activity in this module.	3. To see if you can differentiate between acceptable and unacceptable district goals.
4. Refer to the performance indicator for this module, page 1.	4. To determine whether you feel you are able to meet the outcomes expected of you for this module.
5. Complete the final exam in this module, page 13.	5. To verify that you have met the module outcome.

GOAL SETTING: AN OVERVIEW

Note: The following has been reprinted from Writing District, Program and Course Goals*

INTRODUCTION

As specified in the 1976 minimum standards for public schools, districts must develop sets of goals:

a) District goals adopted by the local boards by September 1, 1976;

b) Program goals contributing to achievement of district goals by September 1, 1976;

c) Course goals contributing to achievement of program goals by September 1, 1977.

This may be accomplished by adopting existing goals from other sources, modifying such goals or generating original goals.

Regardless of which approach or combination of approaches is used, district staff members will need to know if the goal statement they wish to adopt, revise or write is an acceptable goal statement that meets the definition and criteria set in the minimum standards.

This publication is designed to give district staff members the opportunity to examine goals, determine acceptability and rewrite those that fall short. In addition, self-tests and answers are provided as a means of clarifying major points.

Defining Goals

Goals are expressions of desired outcomes. Educational goals identify what schools wish students to accomplish; these goals then serve to direct the instructional, management and support programs of the schools.

The minimum standards define goals as "statements of desired learner outcomes at various instructional levels." The phrase "learner outcome" is critical to this definition of a goal for two reasons: (1) the goal must be stated in terms of the learner. Goals describing what the teacher or the district should accomplish are not acceptable. (2) The goal must be stated in terms of an outcome thereby providing a means to measure progress toward or attainment of that goal. The outcomes for a district, program or course cannot be considered to be self-evident but must be stated as goals.

Rationale for Goals

Goals primarily serve the purpose of providing direction for educational planning and decision-making. They collectively represent an agreement between schools and society on the expected outcomes of public schooling.

* Writing District, Program and Course Goals. Salem, OR: Oregon Department of Education, 1977. Pages 1-4.

These sets of stated expected outcomes (goals) then provide the foundation for each of the following activities:

1. Assessment of program and/or student achievement
2. Needs identification
3. Needs prioritization
4. Program improvement
5. Goal revision

Goals must remain flexible, revised as needs and expectations change.

Levels of Goals

This publication addresses four levels of goals: state, district, program and course goals. Since the state level goals have alrady been determined, primary emphasis is placed on district, program and course goals.

The State Board of Education's six statewide goals for public schools are presented in Oregon Administrative Rule 581-22-201. The goals are "designed to assure that every student in the elementary and secondary schools shall have the opportunity to learn to function effectively in six life roles; INDIVIDUAL, LEARNER, PRODUCER, CITIZEN, CONSUMER and FAMILY MEMBER."[1] State level goals are to be implemented by the district, program, and course goals of each local school district.

The Instructional Planning Standard (581-22-208) identifies the district's responsibility for setting district, program and course goals.

Instructional Planning

581-22-208 Each local district shall adopt and implement a system of instructional program planning and assessment to provide for:

1. Sets of goals including:
   a. District goals, adopted by the local board by 9-1-76,
   b. Program goals contributing to achievement of district goals by 9-1-76,
   c. Course goals contributing to achievement of program goals by 9-1-77.[2]

Each set of goals is defined:

> District Goals: statements of broad, general learner outcomes a local district and its community see as desirable consequences of instruction and relevant to attaining[3] Board Goals for Elementary and Secondary Education (OAR 581-22-201);

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[1] Oregon Department of Education, Elementary/Secondry Guide for Oregon Schools: Part I - Minimum Standards for Public Schools, Adopted June 23, 1976, p. 6.

[2] ibid., p. 8

[3] ibid., p. 5

Program Goals (Instructional): statements of desired learner outcomes for each district instructional program in any combination of grades kindergarten through 12;[4]

Course Goals: statements of desired learner outcomes for each course or unit of study in grades 9 through 12.[5]

The definitions indicate that district, program and course goals vary both in scope and degree of specificity. The following chart outlines the distinguishing characteristics for these three goal levels.

Level of Goals	Scope Described by the Set of Learner Outcome Statements	Level of Specificity of Goals
District Goals	All program areas in the district	very general
Program Goals	Only one program area	general
Course Goals	Only one course or unit of study	more specific

By the standards definition, course goals apply to grades 9 through 12. It is also appropriate, however, to write course goals for courses or units of study in lower grades.

Relationships of Goal Levels

Distinct in their purposes, these sets of goals are, nevertheless, interrelated and supportive of one another. While program goals clarify district goals, they simultaneously become the basis for development of course goals. Table I summarizes the relationships among district goals, program goals and course goals.

TABLE I
RELATIONSHIPS AMONG AND PURPOSES
OF GOALS REQUIRED IN THE INSTRUCTIONAL
PLANNING STANDARD

	DISTRICT GOALS	PROGRAM GOALS	COURSE GOALS
What other goals are further clarified by this goal set?	State goals (life roles)	District goals	Program goals
What other goals are developed from this goal set?	Program goals	Course goals	Instructional goals*

[4] op. cit., p. 6.

[5] op. cit., p. 5.

*Instructional goals are very specific learner outcome statements which describe small learning sequences within a course or unit of study. Instructional goals define daily or individual learner outcomes.

Information

TABLE I (Continued)
RELATIONSHIPS AMONG AND PURPOSES
OF GOALS REQUIRED IN THE INSTRUCTIONAL
PLANNING STANDARD

	DISTRICT GOALS	PROGRAM GOALS	COURSE GOALS
What component of the educational system is most immediately identified by this goal set?	Purpose of the school district as an institution.	Inclusion of a program (content area) within a district.	Offering of a specific course within a content area.
What are some of the primary purposes of this goal set?	To assist planning, budgeting, and assessment at the district level. To provide guidelines for needs identification, priority setting, and policy making at the district level.	To assist planning, budgeting, and assessment at the district level and within content areas. To provide guidelines for needs identification, priority setting, and program development within content areas. To assist in identifying minimum competencies necessary for graduation.	To assist in course planning, curriculum development, and assessment. To assist in defining minimum curriculum standards and graduation requirements. To assist reporting of student progress. To provide a basis for allocation of funds within a program.

Progression of Goals

Lower level goals are more specific statements of learner outcomes than are the higher level goals. Therefore, there are fewer district goals than program goals (since there are many programs) and fewer program goals than course goals (since there are several courses within a program).

The progression of two district goals in Table II illustrates how goals clarify one another and, in the process, generally increase the number of goals belonging to each successively lower level goal set. It should be remembered, however, that one lower level goal can be related to more than one higher-level goal; e.g., a course goal can be related to two program goals. The second progression example in Table II shows such a situation.

TABLE II
EXAMPLE OF GOAL PROGRESSION AND CLARIFICATION

DISTRICT GOALS	PROGRAM GOALS	COURSE GOALS
The students will be able to apply mathematical skills and concepts.	• The students will know and be able to use mathematical symbols, elements, and operations.	• The students will know that numbers have equivalents and will be able to rewrite numbers in other equivalent forms. • The students will be able to add, subtract, multiply and divide decimal numbers.
	• The students will be able to apply mathematical symbols, systems, and operations to solve quantitative problems.	• The students will be able to estimate the solution to whole number computation problems. • The students will be able to solve work problems involving fractions.
The students will be able to apply the basic skills of reading, writing, and listening.	• The students will know and be able to apply the fundamentals of spelling, punctuation, capitalization, sentence structure, word recognition, and word usage for the English language to communicate ideas and feelings to others.	• The students will be able to write legible passages using correct punctuation, capital letters, spelling and sentence structure. • The students will be able to restate what others in a group have discussed.
	• The students will be able to comprehend printed materials and oral communication.	• The students will be able to determine the relationship between ideas and details in written material. • The students will be able to summarize the idea of a paragraph in a brief statement.

GOAL SET	DEFINITION	EXAMPLE
District Goals:	Statements of broad, general learner outcomes a local district and its community see as desirable consequences of instruction and relevant to attaining Board Goals for Elementary and Secondary Education.	"Students will apply the basic skills of reading, writing and listening in meeting information and communication needs."
Program Goals:	Statements of desired learner outcomes for each district instructional program in any combination of grades, kindergarten through 12.	"Students will be able to effectively communicate with others in the solution of a common problem."
Course Goals:	Statements of desired learner outcomes for each course or unit of study in grades 9 through 12.	"Students will be able to clearly express a point of view about a problem in a manner that promotes constructive discussions of alternative solutions."

Note: The following has been reprinted from Writing District, Program and Course Goals.*

WRITING DISTRICT GOALS

Characteristics of District Goals

To write goals, the characteristics which distinguish one level of goals from another must first be understood; specificity and content are two such characteristics. The specificity and the content of goals are directly related to the purpose of the goals and the relationships among goal levels.

Distinguishing Characteristics of District Goals

Individual District Goals
- must be learner outcome statements.
- should be stated in very general terms.

Set of District Goals
- must describe the desired learner outcomes for all program areas and all grade levels within the district.

District goals further clarify state goals by specifying intended learner outcomes. Consequently, district goals are more specific than state goals, but less specific than program goals.

In addition to identifying general boundaries for instruction within a district, district goals assist planning, budgeting and assessment at the district level; and provide guidelines for needs identification, priority setting and policy making at the district level.

Examples of District Goals

An acceptable district goal must meet the three defining characteristics discussed earlier. The goal must be a district-level learner outcome statement, written in very general terms.

A set of district goals must describe the desired learner outcomes for all program areas and grade levels in the school district. The goals themselves, however, may be program specific or may span two or more programs.

The following goals are considered to be examples of acceptable district goals but are not considered to be a complete set:

Acceptable District Goals

1. Students will develop and maintain good health and physical fitness.

2. Students will understand the facts and methods of science in addition to the influence of science on human life.

3. Students will appreciate beauty of literature, art, music, and nature.

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* Writing District, Program and Course Goals. Salem, OR: Oregon Department of Education, 1977. Pages 7-8.

4. Students will develop good character and self-respect.

5. Students will know how to wisely use leisure time.

6. Students will have competence in basic skills of reading, writing, listening and speaking in meeting information and communication needs.

As evidenced by the above goals, a district goal generally relates to more than one content area and grade level.

Most unacceptable goal statements can easily be revised into acceptability. The following examples illustrate this.

1. Unacceptable District Goal: Help students to develop skills in reading, writing, speaking and listening.
   Problem: The goal is not stated as a learner outcome. The goal instead states what the district or teacher will do.
   Acceptable Revised District Goal: Students will have skills in reading, writing, speaking and listening.

2. Unacceptable District Goal: Students will know that each state has two United States senators in the U.S. Congress.
   Problem: The goal is too specific for a district goal.
   Acceptable Revised District Goal: Students will understand and appreciate the functioning of our democratic society.

3. Unacceptable District Goal: Through guidance and counseling, provide students the opportunity to develop an understanding of self, family, community and society so that these students may become better adjusted and better able to solve problems.
   Problem: This goal has two faults. First, the goal is stated in terms of what the district will provide and not in terms of a learner outcome. Second, the goal is not precise.
   Acceptable Revised District Goal: Students will have understanding of themselves and others in addition to having skills for solving personal problems.

Note: Writing Goals

Use of the singular or plural form of "student" in writing a goal is a matter of preference. The same is true of writing a goal in the present tense (the student knows . . . , the student is able to . . .) or future (the student will know . . . , the student will be able to . . .). Whatever the style preference, it should be used consistently throughout the system of goals.

In this publicaion, goals are written in the plural form and future tense, since goals are aimed at all students and assume an outcome not already present.

* Goal #6 above has been changed to read as follows:
"Students will be able to apply basic skills . . ."

Before beginning this activity read the Elementary-Secondary Guide, Part II, pages 17-22*

District Goals Learning Activity

Determine whether each of the following is an acceptable or unacceptable district goal. If acceptable, write "A" next to the goal number. If unacceptable, write "U," state why the goal is unacceptable, and write a possible revision.

DISTRICT GOALS

____ 1. To develop a healthy mind and body.

____ 2. The students will have constructive leisure time skills.

____ 3. The students will be able to compute the unit price for common grocery items.

____ 4. Help students acquire the intellectual skills basic to continuing self-development and further study.

____ 5. The students will know how to adapt to change.

____ 6. The students will value the beauty of literature, art, music, nature, and culture.

____ 7. The students will be able to locate, examine, evaluate and use information.

____ 8. The students will have the opportunity for vocational training and on-the-job experiences.

____ 9. The students will be exposed to patriotism and American ideals.

____10. The students will value people who think, dress and eat differently.

See answers, page 12.

* Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions. Salem, OR: Oregon Department of Education, 1977.

Activity

ANSWERS

1. "To develop a healthy mind and body." U

   Problem: The goal is not clearly stated as a learner outcome.
   Possible Revision: Students will develop a healthy mind and body.

2. A*

3. "Students will be able to compute the unit price for common grocery store items." U

   Problem: The goal is stated too specifically for a district goal.
   Possible Revision: Students will learn how to intelligently purchase goods and services.

4. "Help students acquire the intellectual skills basic to continuing self-development and further study." U

   Problem: The goal is not stated as a learner outcome. Instead, the goal states what the district or teacher will do.
   Possible Revision: Students will acquire the intellectual skills basic to continuing self-development and further study.

5. A*

6. A*

7. A*

8. "The students will have the opportunity for vocational training and on-the-job experiences." U

   Problem: "Will have the opportunity" is not an outcome. This statement is about a process with no clues about what is expected as an outcome.
   Possible Revision: There is not any information here than can be used for a revision. The question needs to be asked: "What will the students know, understand, value, or be able to do as a result of having the opportunity for vocational training and on-the-job experiences?"

9. "The students will be exposed to patriotism and American ideals." U

   Problem: "Will be exposed to" is not an outcome.
   Possible Revision: The students will value patriotism and American ideals.

10. A*

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* These goals are acceptable because they meet the characteristics of district goals:
  --must be learner outcome statements.
  --should be stated in general terms.

FINAL EXAM

DISTRICT GOALS

Determine whether each of the following is an acceptable or unacceptable district goal. If acceptable, write "A" next to the goal number. If unacceptable, write "U," and write a possible revision.

____ 1. The students will be of good character and have self-respect.

____ 2. The students will value science as a way of learning and communicating about self, others and the environment.

____ 3. The students will appreciate culture and beauty in the world.

____ 4. The students will be able to add integers.

____ 5. The students will understand and practice democratic ideas and ideals.

____ 6. The students will have the opportunity to understand the requirements and skill needed for family living.

____ 7. The students will understand change and its effect on individuals and societies.

____ 8. The students will be able to manage money, personal property and resources.

____ 9. Help students understand the principles involved in making moral and ethical choices.

____10. The students will understand the principles of good personal health.

See answers, page 14.

ANSWERS

1. A*

2. A*

3. A*

4. "The students will be able to add integers." U

   Problem: This statement is unacceptable as a district goal because it is too specific.

5. A*

6. "The students will have the opportunity to understand the requirements and skill needed for family living." U

   Problem: "Having the opportunity" is not an outcome.
   Possible Revision: The students will understand the requirements and be able to apply the skills needed for family living.

7. A*

8. A*

9. "Help students understand the principles involved in making moral and ethical choices." U

   Problem: "Help students" is what the teachers will do and is not a learner outcome.
   Possible Revision: The students will understand the principles involved in making moral and ethical choices.

10. A*

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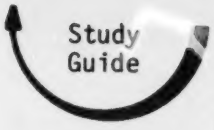
* These goals are acceptable because they meet the characteristics of district goals:

  --must be learner outcome statements
  --should be stated in general terms.

GOAL — Readers will know how to select and write program level goals.

PERFORMANCE INDICATOR — Upon completion of this learning module, you will be able to:

1. given a list of statements, identify those which meet the criteria as program goals, and for those that are not acceptable, explain why.



What?	Why?
1. Read "Writing Program Goals," pages 3-7 in this module.	1. For an introduction to writing program goals.
2. Complete "Program Goals" learning activity in this module.	2. To see if you can differentiate between acceptable and unacceptable program goals.
3. Refer to the performance indicator in this module, page 1.	3. To determine whether you feel you are able to meet the outcomes expected of you for this module.
4. Complete the final exam in this module, page 11.	4. To verify that you have met the module outcome.

The following pages (3,5 and 6) in this module are reprinted from Writing District, Program and Course Goals.*

WRITING PROGRAM GOALS

Characteristics of Program Goals

As with district goals, specificity and content are the characteristics which distinguish program goals from other goals.

Distinguishing Characteristics of Program Goals

Individual Program Goals
- must be learner outcome statements
- should be stated in general terms

Set of Program Goals
- must describe the learner outcomes desired upon completion of all experiences within only one content area.

The level of specificity for program goals is determined by the relationship between district, program and course goals. Program goals further amplify or clarify district goals, and simultaneously provide the foundation for the development of course goals. Consequently, program goals are more specific than district goals, but less specific than course goals.

Program goals establish the limits of instruction within program areas. Program goals are utilized to assist planning, budgeting and assessment at the district level. Moreover, program goals provide guidelines for needs identification, priority setting and program development within program areas.

The answer to the question, "What is and what is not a program?" is found in the following table published by the Department of Education which appears in the Elementary/Secondary Guide for Oregon Schools: Part II.

* Writing District, Program and Course Goals. Salem, OR: Oregon Department of Education, 1977. Pages 15, 17 and 18.

SUGGESTED ASSIGNMENT: AREAS OF STUDY TO PROGRAMS**

Common Programs (Middle & High School)	Required Areas of Study & Units of Credit ( ) *									
	Language Arts/ English (3)	Mathematics (1)	Social Studies/ History (1)	Citizenship/ Government (1)	Science (1)	Health Education (1)	Physical Education (1)	Con Ed/Econ/ Pers Fin (1)	Career Education (1)	Electives (10)
Art & Crafts									x	x
Business Education								x	x	x
Foreign Language	x								x	x
Health Education						x			x	x
Home Economics				x		x		x	x	x
Industrial Arts									x	x
Language Arts	x								x	x
Mathematics		x						x	x	x
Music									x	x
Personal Finance				x				x	x	x
Physical Education							x		x	x
Science					x				x	x
Social Studies			x	x				x	x	x
Speech & Drama	x								x	x
Traffic Safety				x					x	x
Accounting Occupations									x	x
Agriculture Occupations									x	x
Clerical Occupations									x	x
Construction Occupations									x	x
Diversified Occupations									x	x
Electrical-Electronics Occupations									x	x
Food Services Occupations									x	x
Forest Products Occupations									x	x
Graphic Communications Occupations									x	x
Health Occupations									x	x
Industrial Mechanics Occupations									x	x
Marketing Occupations									x	x
Metals Occupations									x	x
Service Occupations									x	x
Steno-Secretarial Occupations									x	x

*Local districts *must* assign areas of study to one or more programs. Program goals, then, *must* be adopted in all programs to which an area of study has been assigned. Districts *must* be able to trace units of credit to specific programs, and they *must* make planned course statements available to anyone interested.

** Reprinted from Elementary-Secondary Guide for Oregon Schools: Part II. Suggestions. Salem, OR: Oregon Department of Education, 1977. Page 12.

Examples of Program Goals

As before, examples communicate most clearly the meaning and form of acceptable program goals. An acceptable program goal must meet the three defining characteristics discussed earlier:

(1) program-level learner outcome statement,
(2) program-level outcome statement,
(3) program level outcome statement stated in general terms.

While an individual set of program goals must describe the desired learner outcomes resulting from all experiences within a single content area, the collective sets of goals for all programs must describe the desired learner outcomes for all content areas within the district.

The following goals represent a complete suggested set of program goals for the language arts area.

Program Goals
Language Arts

1. Students will be able to satisfy their information needs through the examination of printed materials.

2. Students will be able to describe their subjective, analytic and evaluative responses to literature.

3. Students will understand how literature reflects the life, values and ideas of this and other cultures.

4. Students will be able to use language effectively in interacting with individuals and groups.

5. Students will be able to describe a variety of ways in which ideas are expressed.

6. Students will be able to use appropriate mechanics and conventions in communicating ideas clearly and accurately.

7. Students will be able to adapt their speech and writing to different purposes and audiences.

8. Students will be able to observe and listen purposefully in acquiring, interpreting and evaluating information.

9. Students will be able to illustrate how language has adapted to the needs of people through time.

10. Students will be able to make effective use of nonverbal communication in expressing ideas, attitudes and feelings.

11. Students will value language as a means by which experience is given shape and meaning.

As evidenced by the above goals, a program goal generally relates to several courses and more than one grade level.

Examples of unacceptable program goals and their revisions can be used to further illustrate the requisite charcteristics of program goals. Four such examples follow:

1. Unacceptable Program Goal for Mathematics: Students will have the skills necessary for quantitative problem-solving.
   Problem: The desired outcome is to solve problems not to just have the skills.
   Acceptable Revised Program Goal: Students will be able to use mathematical symbols, systems and operations to solve quantitative problems.

2. Unacceptable Program Goal for Social Studies: Students will learn about the American economic system.
   Problem: The goal describes the learning process and not the outcome.
   Acceptable Revised Program Goal: Students will understand the American economic system.

3. Unacceptable Program Goal for Business Education: Students will understand human growth and development.
   Problem: The goal does not describe one of the critical learner outcomes for the business education area. Instead, the goal appears to belong to content areas like health education, physical education or science. The goal is stated in acceptable form for any of those areas.
   Acceptable Revised Program Goal: None.

4. Unacceptable Program Goal for Home Economics: Students are able to determine the calories for specified menu items.
   Problem: The goal is stated too specifically for a program goal.
   Acceptable Revised Program Goal: Students will be able to apply knowledge of foods and nutrition in meeting physical, mental, social and emotional needs.

Note: Writing Goals

Use of the singular or plural form of "student" in writing a goal is a matter of preference. The same is true of writing a goal in the present tense (the student knows . . . , the student is able to . . .) or future (the student will know . . . , the student will be able to . . .). Whatever the style preference, it should be used consistently throughout the system of goals.

In this publication, goals are written in the plural form and future tense, since goals are aimed at all students and assume an outcome not already present.

GOAL SET	DEFINITION	EXAMPLE
District Goals:	Statements of broad, general learner outcomes a local district and its community see as desirable consequences of instruction and relevant to attaining Board Goals for Elementary and Secondary Education.	"Students will be able to apply the basic skills of reading, writing and listening in meeting information and communication needs."
Program Goals:	Statements of desired learner outcomes for each district instructional program in any combination of grades, kindergarten through 12.	"Students will be able to effectively communicate with others in the solution of a common problem.
Course Goals:	Statements of desired learner outcomes for each course or unit of study in grades 9 through 12.	"Students will be able to clearly express a point of view about a problem in a manner that promotes constructive discussions of alternative solutions."

Before beginning this activity read the Elementary-Secondary Guide, Part II, pages 17-22.*

Program Goals Learning Activity

Determine whether each of the following is an acceptable or unacceptable program goal. Write "A" by acceptable and "U" by unacceptable program goals. Unacceptable program goals should be accompanied by a justification statement. Each goal is specified for a given content or program area, as indicated within the parentheses.

PROGRAM GOALS

____1. The students will possess the skills, attitudes and knowledge required for job searching. (Business Education)

____2. The students will be able to interpret the natural and man-made environment with perception and discrimination. (Art)

____3. The students will be able to relate the political system to the functions of government. (Social Studies)

____4. The students will value and be able to plan vocational activities to balance and enrich vocational pursuits. (Industrial Education)

____5. To help students understand the differences between meiosis and mitosis. (Science)

____6. The students will understand and be able to apply generalizations and interdisciplinary concepts drawn from various social sciences. (Science)

____7. The students will be able to use scientific problem solving and inquiry processes. (Science)

____8. The students will know that language adapts to the needs of people through time. (Language Arts)

____9. The students will have the skill necessary for quantitative problem-solving. (Math)

See answers, page 10.

* Elementary-Secondary Guide for Oregon Schools, Part II: Suggestions. Salem, OR: Oregon Department of Education, 1977.

ANSWERS

1. "Students will possess the skills, attitudes and knowledge required for job searching." (Business Education) U

   Problem: The goal states the result of a process and not what students should be able to do.
   Possible Revision: Students know and are able to apply successful job search techniques.

2. A*

3. A*

4. A*

5. "To help students understand the differences between meiosis and mitosis." (Science) U

   Problem: First, the goal is not stated as a learner outcome. Instead, the goal identifies what the teacher should do. Second, the goal is too specific for a program goal.
   Possible Revision: Students will know significant scientific facts, laws, principles, assumptions and theories.

6. A*

7. A*

8. "The students will know that language adapts to the needs of people through time." (Language Arts) U

   Problem: This goal says the students will know a simple fact. One would not want a program goal to be this specific.
   Possible Revision: The students will understand how language adapts to the needs of people through time.

9. "The students will have the skill necessary for quantitative problem-solving." (Math) U

   Problem: The fact that they "have the skills necessary for" is really not a part of the true outcome and is not "good" goal writing.
   Possible Revision: The students will be able to solve quantitative problems.

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* These goals are acceptable because they meet the characteristics of program goals:
  --must be learner outcome statements
  --should be stated in general terms.

FINAL EXAM

PROGRAM GOALS

Determine whether each of the following is an acceptable or unacceptable program goal. If acceptable, write "A" next to the goal number. If unacceptable, write "U," and write a possible revision.

____1. The students will understand the art of his/her own heritage, historical and cultural art forms, and the interaction of art and society.

____2. The students will know that practice in decoding musical symbols usually results in the ability to imagine sound.

____3. The students will know the major local, national and global health problems and some of the ways in which they might be solved.

____4. The students will know and be able to apply sound principles of selection, construction, and caring for clothing in meeting individual and family needs.

____5. The students will value ethnic music and the American musical heritage (Music)

____6. The students should be able to use language effectively in interacting with individuals and groups. (Language Arts)

____7. The students will be able to make textile and clothing decisions which meet individual and family needs. (Home Economics)

____8. The students will be able to make wise decisions on utilizing resources when purchasing goods and services. (Consumer Ed/Econ./Per Finance)

____9. The students will have the opportunity to practice decision making skills. (Career Exploration)

___10. The students will understand the organization and structure of business. (Business Education)

See answers, page 12.

ANSWERS

1. A*

2. "The students will know that practice in decoding musical symbols usually results in the ability to imagine sound." U

   Problem: This statement is unacceptable as a program goal because it is too specific.

3. A*

4. A*

5. A*

6. "The students should be able to use language effectively in interacting with individuals and groups." (Language Arts) U

   Problem: This statement says the students "should." If they should then we will have a goal that says they will.
   Possible Revision: The student will be able to use language effectively in interacting with individuals and groups.

7. A*

8. A*

9. "The students will have the opportunity to practice decision making skills." (Career Education) U

   Problem: "Having the opportunity to practice" is not an outcome.
   Possible Revision: The students will have decision making skills.

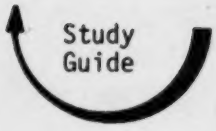
10. A*

These goals are acceptable because they meet the characteristics of program goals:
   --must be learner outcome statements
   --should be stated in general terms.

GOAL — Readers will know how to select and write course level goals.

PERFORMANCE INDICATOR — Upon completion of this learning module, you will be able to:

1. given a list of statements, identify those which meet the criteria as course goals, and for those that are not acceptable, explain why.



What?	Why?
1. Read "Writing Course Goals," pages 3-6 in this module.	1. For an overview on the process of writing and identifying course goals.
2. Read "Relationship Between Goals & Competencies," pages 7-8 in this module.	2. To distinguish competencies from course goals.
3. Complete "Course Goals" learning activity in this module.	3. To see if you can differentiate between acceptable and unacceptable course goals.
4. Refer to the performance indicator for this module, page 1.	4. To determine whether you feel you are able to meet the outcome expected of you for this module.
5. Complete the final exam in this module, page 11.	5. To verify that you have met the module outcome.

The following (pages 3-5) has been reprinted from Writing District, Program and Course Goals**

WRITING COURSE GOALS

Characteristics of Course Goals

One again specificity and content are the characteristics which distinguish course goals from other sets of goals.

Distinguishing Characteristics of Course Goals

Individual Course Goals
- must be learner outcome statements
- should be stated in specific terms
- should include "will know," "will be able to" or "will value"*

Set of Course Goals
- must describe the desired learner outcomes for only one course or unit of study

According to the minimum standards, course goals are required only for grades nine through twelve, but can be set for lower grade levels.

The level of specificity for course goals is determined by the relationship between program, course and instructional goals. Course goals further amplify or clarify program goals; and simultaneously provide the foundation for the development of instructional goals. Instructional goals are very specific learner outcome statements which describe small learning sequences within a course or unit of study; defining daily or individual learner outcomes. Consequently, course goals are more specific than program goals, but less specific than instructional goals.

Course goals set the guidelines for instruction within courses or units of study. Course goals assist course planning, curriculum development and assessment, as well as the allocation of funds within a program.

* These characteristic "stems" for stating course goals are also used in stating district and program goals. However, most knowledge goals (those that "will know") tend to be more specific than is suitable at the district and program levels.

** Writing District, Program and Course Goals. Salem, OR: Oregon Department of Education, 1977. Pages 23-25.

Examples of Course Goals

An acceptable course goal must meet the four defining characteristics already mentioned:

1. Learner outcome statement
2. Statement in specific terms
3. Statement describing desired course-level outcome(s)
4. Statement including one of the following:
   a) "students will know," if knowledge goal
   b) "students will be able to," if process goal
   c) "students will value," if value goal

Appendix B illustrates some ways to use stem phrases to describe what students will know or be able to do. A set of course goals must describe the desired learner outcomes for only one course or unit of study.

The following represent a suggested set of course goals for a pre-algebra course in mathematics.

Course Goals
Pre-Algebra

1. Students will be able to compute sums, differences, products, quotients and exponents for rational numbers.
2. Students will be able to convert between fractions, decimals and percents.
3. Students will be able to perform computations involving percents.
4. Students will be able to solve word problems.
5. Students will know the basic measurement equivalents for both the English and metric systems.
6. Students will be able to use English and metric measurement tools.
7. Students will be able to interpret graphs and tables.
8. Students will be able to simplify ratios and solve proportions.
9. Students will know the symbols for and definitions of algebraic terms.
10. Students will be able to perform basic operations with integers.
11. Students will be able to perform set operations.
12. Students will be able to identify solution sets.
13. Students will be able to add and subtract polynomials.

14. Students will be able to solve equations and inequalities in one variable.

15. Students will be able to graph solution sets of equations and inequalities in one variable.

16. Students will be able to graph equations in two variables on a Cartesian plane.

17. Students will be able to identify functions.

18. Students will be able to compute the value of a function for a stated input.

19. Students will value the use of math in daily life.

Each of the above goals describes a learning task which would involve a sequence of learning activities or experiences. A course goal usually describes an instructional unit that would typically require anywhere from a few days to a few weeks for student mastery.

By comparison, examples of some unacceptable course goals and their revisions are presented below to further illustrate the requisite characteristics of course goals.

1. Unacceptable Course Goal for Language Arts: Students are able to apply the basic skills of reading, writing and listening in meeting informational and communication needs.
   Problem: The goal is stated too generally for a course goal. The goal in its present form is an appropriate district goal.
   Acceptable Revised Course Goal: Students will be able to summarize the content of either written material or oral presentations.

2. Unacceptable Course Goal for Foreign Language: Students will learn how to conjugate verbs.
   Problem: The goal is not clearly a learner outcome statement. Also, a process goal should be stated in the form "the student will be able to . . . ."
   Acceptable Revised Course Goal: Students will be able to conjugate verbs.

3. Unacceptable Course Goal for Physical Education: Students know that a football touchdown is worth six points.
   Problem: The goal is too specific for a course goal.
   Acceptable Revised Course Goal: Students will know the basic game rules and scoring procedures for football.

Note: Writing Goals

Use of the singular or plural form of "student" in writing a goal is a matter of preference. The same is true of writing a goal in the present tense (the student knows . . . , the student is able to . . .) or future (the student will know . . . , the student will be able to . . .). Whatever the style preference, it should be used consistently throughout the system of goals.

In this publication, goals are written in the plural form and future tense, since goals are aimed at all students and assume an outcome not already present.

GOAL SET	DEFINITION	EXAMPLE
District Goals:	Statements of broad, general learner outcomes a local district and its community see as desirable consequences of instruction and relevant to attaining Board Goals for Elementary and Secondary Education.	"Students will be able to apply the basic skills of reading, writing and listening in meeting information and communication needs."
Program Goals:	Statements of desired learner outcomes for each district instructional program in any combination of grades, kindergarten through 12.	"Students will be able to effectively communicate with others in the solution of a common problem.
Course Goals:	Statements of desired learner outcomes for each course or unit of study in grades 9 through 12.	"Students will be able to clearly express a point of view about a problem in a manner that promotes constructive discussions of alternative solutions."

Note: The following has been reprinted from Writing District, Program and Course Goals.*

RELATIONSHIP BETWEEN GOALS AND COMPETENCIES

By the minimum standards definition, a competency is a "statement of desired student performance representing demonstrable ability to apply knowledge, understanding, and/or skills assumed to contribute to success in life role functions." [7] Hence, like a goal, a competency must be stated as a learner outcome and identify a desirable outcome of education. Once again, education is regarded as the combined effect of both schooling and community experiences. Also, similar to goals, competencies provide the framework for planning and assessment. The district should consider involving the community in the competency setting process.

The definitions of goals and competencies reveal that, despite their similarities, there is one distinct difference between goals and competencies. Goals can be written in relation to either the acquisition or application of knowledge, understanding or skill. Competencies, on the other hand, must always be written in terms of the application of knowledge, understanding or skill to life role functioning. Consequently, all competencies may also be goals, but not all goals may be competencies. For example, the following competency may also be a goal:

> The student is able to apply measuring skills to the solution of common problems around the home.

However, the following course goal is not a competency since it is stated at the knowledge level:

> The student knows the formulas for computing the surface area of objects, rooms, buildings, and parcels of land.

A minimum graduation competency may relate to only one district, program, or course goal, or it may relate to many goals. An individual competency can, and frequently will, relate to goals at various levels. Regardless of the pattern relating goals and competencies, it is imperative that goals and competencies be logically consistent and mutually supportive. The achievement of district, program and course goals should insure the attainment of minimum graduation competencies.

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[7] op. cit., p. 5
[8] op. cit., p. 9

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* Writing District, Program and Course Goals. Salem, OR: Oregon Department of Education, 1977. Pages 29 and 30.

According to the Minimum Standard on Performance Requirements for Program Completion (OAR 581-22-231), "the local board shall by 9-1-76 adopt and make available to the community minimum competencies it is willing to accept as evidence (that) students are equipped to function in the society in which they live."[8] In addition, the Local District Responsibility for Implementation Standard (OAR 581-22-236) mandates that local districts enrolling students in grades 9 through 12 must be capable of certifying the attainment of minimum competencies for specified areas beginning with the graduating class of 1978. The certification of all competency areas must begin not later than with the graduating class of 1981.

In light of these timelines for the adoption of competencies and those discussed previously for the adoption of district, program and course goals, it becomes apparent that a district must carefully coordinate its adoption efforts to provide the necessary consistency between competencies and goals. In many cases, these efforts can be combined and will usually save the district time, money and frustration. Planning and adequate supervision of the goal and competency setting process are critical in guaranteeing that the final products are mutually supportive.

Before beginning this activity read the Elementary-Secondary Guide, Part II, pages 17-27.*

Course Goals Learning Activity

Determine whether each of the following is an acceptable or unacceptable course goal. Write "A" by acceptable and "U" by unacceptable course goals. Unacceptable goals should be accompanied by a statement explaining why they are unacceptable. Each goal is specified for a given course, as indicated within the parentheses.

COURSE GOALS

___ 1. The students will be able to construct both monthly and yearly budgets. (Personal Finance)

___ 2. The students will value independence and self-worth. (Health)

___ 3. The students know that the capital of Washington is Olympia. (U.S. Geography)

___ 4. The students will know why the smaller the measuring unit used the more precise is the measurement. (Math)

___ 5. The students will be able to multiply integers. (Math)

___ 6. The students will have the opportunity to practice the scientific method. (Physics)

___ 7. The students will know the way in which food selection and eating patterns serve psychological purposes as well as fill physiological needs. (Health)

___ 8. The students will be able to analyze the effect of imagery (word pictures) in a literary text. (Language Arts)

___ 9. The students will list the formulas for the area and perimeter of squares, rectangles and triangles. (General Math)

___10. The students will know the ways in which "body language" affects communication. (Language Arts)

See answers, page 10.

* Elementary-Secondary Guide for Oregon Schools: Part II, Suggestions. Salem, OR: Oregon Department of Education, 1977.

ANSWERS

1. A*

2. "The students will value independence and self-worth." (Health) U

   Problem: The goal is probably too general to be a course goal.
   Possible Revision: None required. Reclassify to either a district or program goal level.

3. "The students know that the capital of Washington is Olympia." (U.S. Geography) U

   Problem: The goal is too specific for a course goal.
   Possible Revision: Students know the capital for each state in the United States.

4. A*

5. A*

6. "The students will have the opportunity to practice the scientific method." (Physics) U

   Problem: First, the goal is not a learner outcome statement. Instead, it identifies what the district or the teacher will provide. Second, the goal is a process-oriented goal and should be stated in the "will be able to" format.
   Possible Revision: Students will be able to apply the scientific method.

7. A*

8. A*

9. "The students will list the formulas for the area and perimeter of squares, rectangles and triangles." (General Math) U

   Problem: The goal should be stated in knowledge and goal format, not as an activity.
   Possible Revision: Students will know the formulas for the area and perimeter of squares, rectangles and triangles.

10. A*

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* These goals are acceptable because they meet the characteristics of course goals:
  --must be learner outcome statements
  --should be stated in specific terms
  --should include "will know," "will be able to" or "will value"

Activity

FINAL EXAM

COURSE GOALS

Determine whether each of the following is an acceptable or unacceptable course goal. If acceptable, write "A" next to the goal number. If unacceptable, write "U," and write a possible revision.

____ 1. The students will be able to order the facts of written material in terms of their importance. (Language Arts)

____ 2. The students will know how normal physical growth proceeds in a pattern set by nature. (Health)

____ 3. The students will have the opportunity to learn about the principles underlying isometric and isotonic exercises. (P.E.)

____ 4. The students will know why a proportion is a statement of equality between two ratios. (Math)

____ 5. The students will learn about the characteristics of the relationships in a bureaucracy. (Social Studies)

____ 6. The students will know how capital goods (tools, equipment, buildings) are goods used to produce other goods. (Social Studies)

____ 7. The students will know the characteristics of Renaissance choral music. (Music)

____ 8. The students will practice scoring a game of softball using the appropriate symbols and procedures. (P.E.)

____ 9. The students will know ways in which laws are conceived, written, and passed in legislative branches of American governments (e.g. local, state, federal). (Social Studies)

____10. The students will know ways on which a bank's operation are regulated by state and federal laws. (Social Studies)

See answers, page 12.

ANSWERS

1. A*

2. A*

3. "The students will have the opportunity to learn about the principles underlying isometric and isotonic exercises." (P.E.) U

   Problem: The providing of opportunities is what the teacher or school will do, not a learner outcome.

4. A*

5. "The students will learn about the characteristics of the relationships in a bureaucracy." (Social Studies) U

   Problem: "Will learn about" is not outcome.
   Possible Revision: The students will know reasons why impersonality is often characteristic of relationships in a bureaucracy.

6. A*

7. A*

8. "The students will practice scoring a game of softball using the appropriate symbols and procedures." (P.E.) U

   Problem: "Will practice" is not outcome.
   Possible Revision: The students will be able to score a game of softball using the appropriate symbols and procedures.

9. A*

10. A*

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* These goals are acceptable because they meet the characteristics of course goals:
  --must be learner outcome statements
  --should be stated in specific terms
  --should include"will know," "will be able to" or "will value"